



SAINT ROSE SCHOOL

★

HANDBOOK

2026 – 2027

*Responsible, Independent,
Lifelong Learners*

★



SAFE



THOUGHTFUL



READY TO LEARN



saintrose.nbed.ca



Saint John, New Brunswick

OFFICE STAFF

Principal: G. Crilley gail.fillmore-crilley@nbed.nb.ca

Admin. Assistant: I. Crandlemere irene.crandlemere@nbed.nb.ca

Vice Principal: S. Carey shari.carey@nbed.nb.ca

HOMEROOM TEACHERS

Grade K: S. Carey, M. Horrobin

Grade 1: , J. Paterson, M. Carey

Grade 2: J.Elliott, K. Leger, N. Tobin

Grade 3: M. Hayward, T. O'Neill

Grade 4: S. Robertson, C. Wan

Grade 4/5: J. Hatfield

Grade 5: S. Settle

SPECIALTY TEACHERS

Academic Support: M. Gimby

EST-Guidance: B. Keirstead

EST-Resource: A.M. Cusack, C. Murphy

Music: L. Biggs

PE: J. Lajoie, M. Casey

EDUCATIONAL ASSISTANTS

J. Grinton	E. Courtier
C. Legere	D. McKinley
T. Marr	M. Bertin
J. Shepherd	V. Brouillet
K. Stone	T. Wheaton-Philips
T. Galbraith	W. Griffith
D. Tibbets	D. Williams
A. Mersereau	E. Hunter



OUR MISSION

At Saint Rose School, we believe in working together while respecting school, self, and others. We will provide a safe, positive, and challenging learning community where students will reach their full potential.

OUR VISION

Responsible, independent, life-long learners.

SCHOOL PLEDGE

I promise to be a buddy; to treat people the way I like to be treated, to be caring, understanding, and to listen, and to stand up for myself and my friends.

SCHOOL IMPROVEMENT PLAN



Our two main goals for the 2026-2027 school year are:

1. Create a Positive Learning Environment through PBIS
2. To improve students' understanding of Numbers and Relations

Our School Improvement Plan (SIP) will be sent via email upon its completion.

DAILY SCHEDULE GRADES K-5

Time	What's Happening
7:55-8:15 a.m.	Student arrival – directly to class for Soft Start <i>Students are considered late after 8:15 am (Not bus students)</i>
8:15-10:15 a.m.	Instruction
10:15-10:45 a.m.	Outdoor recess and snack
10:45-11:55 a.m.	Instruction
11:55-12:40 a.m.	Outdoor recess and Lunch
12:40 -2:25 p.m.	Instruction
2:25 / 2:30 p.m.	Dismissal

Please ensure students arrive between 7:55-8:15 a.m., as this Soft Start sets them up for a good day! They get to develop social and language skills during this time.

REPORTING PICK-UP CHANGES

If there is a change in pick-up/bus plans for your child, please contact Mrs. Crandlemere at irene.crandlemere@nbed.nb.ca. She will pass along the message to the teacher on your behalf.

K-2 Students must be picked up at school or the bus stop by an adult.

3-5 Students may walk home (from School or the bus stop) but only with written parental permission.

ATTENDANCE

Regular attendance is essential for student achievement. Attendance is tracked under the New Brunswick Education Act. Excessive absences will result in notification, and a meeting will be scheduled after the third notice to support improved attendance.

REPORTING ABSENCES/SAFE ARRIVAL

Please inform the school when your child is absent through the SchoolMessenger app. You can download this in your phone/browser's online "store" for free.



Alternatively, you may call the school's main number or email the Administrative Assistant, Mrs. Crandlemere at irene.crandlemere@nbed.nb.ca

Should you forget to inform the school of your child's absence, you will receive a system-generated call and/or email letting you know they are not at school.

ENTERING/EXITING SCHOOL PROPERTY

Parking



Parent Parking is located at the turn circle by the cenotaph located between Saint Rose and Barnhill Schools. The main entry is closed to traffic between 7:45-8:30am. and 2:15-2:45 p.m.

---The speed limit on school grounds is 10 km/h.---

Calling Ahead



If you are picking up a student early from school for an appointment, please call the office ahead of time at (506) 658-5364.

Buzzing In



When you get to the front door, there is a buzzer on the far left. Follow the instructions to enter, as the school is always locked.

Signing In



When you get into the school, we appreciate you signing in and out using the sheet located outside the Administrative Assistant's office.

NO SMOKING/VAPING

Students, teachers, and visitors are not allowed to smoke/vape on school grounds. Cigarettes, lighters, or matches should not be brought to school.

MILK AND FOOD PROGRAMS

Free programs

- Volunteers serve breakfast for those who require it every morning. This is free of charge and includes a choice of toast, fruit, or dairy.
- We have some extra snacks for students who need them. They can be found in Mrs. Crandlemere's office.

Fee-based

- Milk is sold at school for students for their lunch time. Both white and chocolate milk are available.
- We are part of the provinces' hot lunch program. Elementary school lunches are provided from Chartwells for \$4/day. There will be a website to access ordering in early fall.

* We are always looking for donations to our food programs. If you can help, please contact the principal at

gail.fillmore-crilley@nbed.nb.ca

COMMITTEES/VOLUNTEERS

Parent Involvement Committee

Our Parent Involvement Committee (PIC) is a group of volunteers who fundraise, plan, promote, and carry-through on activities to benefit our students and community. We are always looking for more input and help. We meet monthly at Saint Rose. Please contact the Vice Principal or Principal for more information: shari.carey@nbed.nb.ca , gail.fillmore-crilley@nbed.nb.ca

Parent School Support Committee

The Parent School Support Committee (PSSC) meets virtually once a month to advise on how to improve our school. This includes giving feedback on school policies, community partnerships, and maintaining a positive working and learning environment. If this sounds like something you would like to take part in, please contact the principal for more information: gail.fillmore-crilley@nbed.nb.ca

COMMUNITY PLAYGROUND



We are updating our playground, and you can help! Fundraising is now underway for a much-needed playground revitalization for Saint Rose School and Saint John community use. You can help by donating, volunteering, and spreading the word.

ITEMS NOT ALLOWED IN SCHOOL

For safety and to minimize distractions, toys (unless included in a PLP), sports equipment, skateboards, electronic pets, electronics (including cell phones and smart watches), and Heelys are not permitted at school. Bicycles may be brought if stored safely outside. The school is not responsible for items that are lost, stolen, or damaged.

PARENT MEETINGS WITH TEACHERS/ADMINISTRATION

To discuss your child's progress, please schedule an appointment in advance by contacting the school office or emailing the teacher directly. Appointments with the Principal or Vice Principal should also be

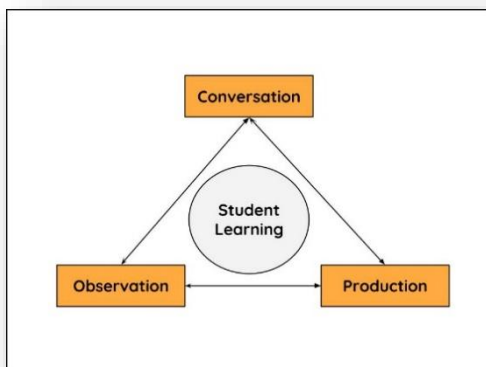


arranged ahead of time. As teachers and administrators may not be available during the school day, responses will be provided within 48 hours to arrange a meeting. Classes should not be interrupted unless necessary. Parent-teacher conferences are scheduled throughout the year according to the district calendar.

STUDENT ASSESSMENT

Triangulation of Data

We use the Triangulation of Data method to assess student levels of academic achievement. This is looking for multiple examples of student learning through conversation, observation, and production.



Report Card Levels

We measure student achievement based on a scale from 1-4. This is not like the old A, B, C, D, E system nor does it represent percentages. Here is what each level means:

Level 1: WORKING BELOW The student has a limited understanding of the outcomes addressed to date and rarely applies learning. Significant improvement in specific areas is needed for the student to be successful in the next grade/course.

Level 2: APPROACHING The student has some understanding of the outcomes addressed to date and with support, which applies learning to familiar situations. Work on identified learning gaps is needed to ensure future success of the student.

Level 3: MEETING The student has a solid understanding of the outcomes addressed to date

and often applies learning to familiar situations. Students maintaining this level will be prepared for work in the next grade/course.

Level 4: EXCELLING The student has a thorough understanding of outcomes addressed to date and consistently applies learning to new situations. Work surpasses the descriptors in the “Meeting” category but is within the expectations specified for the grade/course.

CUSTODY INFORMATION

By law, schools are required to provide, on request from non-custodial parents, information about a student’s education – except when a court order prohibiting access of a parent to a child exists. If there is a current, valid court order prohibiting access to the child, the responsibility rests with the custodial guardian to provide the school with a copy of this document.

DISCIPLINE POLICY



1. Purpose

The purpose of this discipline policy is to support a **safe, respectful, and inclusive learning environment** using **Positive Behavioural Interventions and Supports (PBIS)**. Discipline practices focus on **teaching and reinforcing expected behaviours**, preventing problem behaviors, and responding to inappropriate behaviors in a manner that is

developmentally appropriate, instructional, and equitable.

This document supports Policy 703 NB – Positive Learning and Working Environment Policy.

2. Guiding Principles

- All students can learn appropriate behaviors when expectations are **explicitly taught and reinforced**.
- Discipline is **educational, not punitive**.
- Relationships, consistency, and fairness are central to behavior support.
- Consequences are **progressive, proportional, and focused on problem-solving and skill-building**.
- Student behavior is best supported through **family-school collaboration**.
- PBIS practices align with trauma-informed and inclusive approaches.

3. Schoolwide Behavioral Expectations

The school uses **three positively stated expectations**, posted and taught in all settings.

Expectations:

- Be Safe
- Be Thoughtful
- Be Ready to Learn

Teaching Expectations

- Expectations are taught at the beginning of the year and revisited regularly.
 - Lessons include modeling, practice, and feedback.
 - Expectations are explicitly taught for classrooms, hallways, classrooms, playground, buses, gym and washrooms
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4. Acknowledgement of Positive Behavior

Positive behavior is reinforced consistently to encourage student success.

Strategies may include:

- Verbal praise and specific feedback
 - STAR Ballots
 - Classroom and schoolwide recognition
 - Celebrations aligned with school values / monthly themes values (non-food when possible)
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5. Levels of Student Behaviour

Level I: Minor Behaviours (Managed by Staff)

Minor behaviours are low-intensity and do not significantly disrupt learning.

Examples:

- Off-task behaviour
- Calling out
- Minor classroom disruption
- Failure to follow directions
- Inappropriate language (non-harmful)

Staff Responses:

- Reminders and redirection
- Re-teaching expectations
- Proximity, signals, or cues
- Restorative conversation
- Logical consequences (e.g., practice the correct behavior)

Documentation may be kept by the teacher if patterns emerge.

Level II: Moderate Behaviours (Classroom & Support Staff)

Moderate behaviors interfere with learning or are repeated after intervention.

Examples:

- Repeated Level I behaviours
- Defiance or refusal
- Classroom disruption impacting others
- Minor disrespect toward peers or staff

Responses:

- Teacher-managed interventions

- Parent/guardian communication
- Behavior reflection sheets
- Short removal from activity (not learning)
- Referral to counselor, PBIS team, or administrator as needed

Level III: Major Behaviours (Administrative Response)

Major behaviors significantly impact safety or the learning environment.

Examples:

- Physical aggression
- Bullying or harassment
- Threats
- Serious disrespect
- Property damage
- Repeated Level II behaviours

Administrative Responses:

- Immediate safety intervention
- Office referral
- Investigation and documentation
- Parent/guardian contact
- Restorative practice (when appropriate)
- Progressive consequences aligned with district policy (detention, in school suspension, out of school suspension, behaviour contract, check ins, playground classroom alterations, referral to ESS or outside agencies, loss of privileges) or other measures per district guidelines.

6. Prohibited Practices

- Corporal punishment

- Public shaming or humiliation
 - Withholding basic needs (food, restroom, curricular learning as primary punishment)
 - Zero-tolerance practices for minor infractions
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7. Restorative Practices

When appropriate, restorative practices may include:

- Restorative conversations
- Problem-solving meetings
- Apologies and making amends
- Social skills instruction

The goal is to **repair harm, build empathy, and restore relationships.**

8. Supports for Students with Ongoing Needs

- PBIS Tier 2 interventions (e.g., Check-In/Check-Out, skills streaming, social stories)
- Accommodation plans
- Collaboration with families and external agencies (collaborative plans)
- Use of BIM / District Leads / Resource and Counselling when required

Tier 3 Students with PLPs and IBSPs will have discipline implemented consistent with their plans and applicable laws.

9. Family Communication

- Families are partners in supporting student behaviour.
 - Parents/guardians will be informed of repeated or significant behaviour concerns.
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- Families will receive information about PBIS expectations and supports.
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10. Data and Review

- Behaviour data is reviewed regularly by staff and the PBIS team.
 - Discipline practices are evaluated for effectiveness and equity.
 - The policy is reviewed annually and revised as needed.
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11. Staff Responsibilities

All staff are responsible for:

- Teaching and modeling expectations
 - Using consistent language and responses
 - Acknowledging positive behaviour
 - Following the PBIS discipline framework
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Statement of Commitment

Our school is committed to creating a positive learning environment where students feel **safe, supported, and valued**, and where discipline is used as a tool for **learning and growth**.

Here are the Common Expectations that Students, staff and Parents have created:

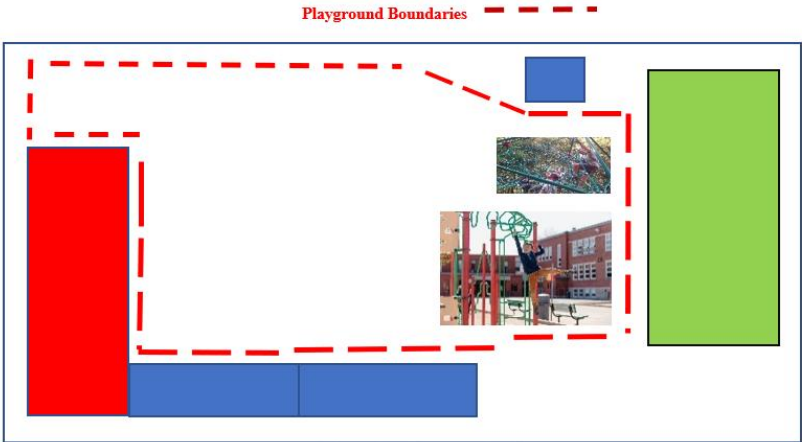


Responsible, Independent, Lifelong Learners

	be Safe	be Thoughtful (Kind)	And	be Ready to learn
Hallway	Hands and Feet to Yourself Walk on the Right-Hand Side of the Hall	Quiet Voices, Quiet Feet		Be Aware of Your Surroundings
Classroom	Hands and Feet to Yourself Keep the Classroom Clean and Tidy No toys from home unless you have a PLP	Share Take Turns Be a Good Friend Help Others Respect the other's property		Active Listening Respect all Classmates and Your Teacher
Soft Start	Hands and Feet to Yourself Use activities appropriately / according to instructions	Share Take Turns Be a Good Friend Help Others Respect the other's property		Find an activity and stay engaged Respect all Classmates and Your Teacher
Gym	Hands and Feet to Yourself Wear Sneakers No Food Abide by Safety Rules	Take Turns Share		Participate Respect all Classmates and Your Teacher Arrive Ready to Participate / Have a Positive Attitude
Bus	Back-to-Back, Seat to Seat Stay in one Seat Use Quiet Voices Hands and Feet to Yourself	Respect the Driver Use Respectful Language		
Playground	Respect Playground Boundaries Hands and Feet to Yourself Think Before You Act Abide by posted rules	Share Take Turns Include Everyone		
Washroom	Wash Your Hands with soap Feet on the Floor Quiet voices Do what you need to do and leave Turn off sinks before leaving	Be Tidy Respect Other's Privacy Flush Toilet Unlock the stalls when finished During class time 1 child in the bathroom at a time per class		Bring belongings back to class

Music	Keep the Music Room Clean and Tidy Hands and Feet to Yourself	Share Take Turns Help Others		Active Listening Be Ready to Learn Participate Respect Your Classmates and Teacher
Lunchrooms (eating time)	Hands and Feet to yourself Keep the classroom clean and tidy Move responsibly around the classroom	When you have finished eating, choose a quiet activity and sit at a seat Remain in classroom unless approved by duty teacher. Respect other people's food and property. Eat your own food only		Use lunchtime approved toys only Respect classmates and duty teacher

Playground Saint Rose School



- 1) All students are to go outside at recess and lunch break. During cold or wet weather, students will remain inside.
- 2.) Students will respect others, their property and personal belongings.
- 3.) Some equipment will be closed in the winter (including the hang glider) due to icy conditions
- 4) In the winter, students can play in the snow if they are wearing ski pants, but should remain off icy surfaces
- 5) **General playground rules**

- ☐ **Keep your hands and feet to yourself**
- ☐ Play safely on the equipment
- ☐ Use appropriate language
- ☐ Take turns
- ☐ Respect the playground boundaries and ask permission if you need to go out of bounds
- ☐ Rocks, apples, and snowballs stay on the ground
- ☐ Include others in your games
- ☐ Climb **Up** the rock wall.
- ☐ Slide **DOWN** the slides only and move away quickly once down.
- ☐ Keep lines moving on the equipment.
- ☐ Play on it – only if you can reach it
- ☐ The monkey bars are used for swinging / climbing only.
- ☐ Tag games are to be played on the pavement at safe distance from the equipment.
- ☐ **The tree spinner can hold 15 students: inside the chains only.**
- ☐ The wheel spinner is for hanging only.
- ☐ Balls are for the pavement and grassy areas away from the equipment and the stairs
- ☐ Boulders around the play area mark boundaries but can be used to sit / stand on.

INCLEMENT WEATHER

If schools are closed due to inclement weather, it will be announced on major local radio stations, via Messenger, via bus planner as well as on the ASD-S website before 7:00 a.m.

On snow days, there is no expectation for teachers to



provide work for students. Families are certainly welcome to review concepts or just to enjoy the day.

School Bus Delays

Occasionally, school buses will be delayed one hour or more for snow removal. Teachers attempt to be at school at the usual opening time. Children who arrive at the regular time will be supervised and assigned schoolwork.

Snowy Days When School is Open

If schools remain open and you determine that conditions in your area are not conducive to your child going to school, then, ultimately, you have the final decision as to whether to send your child to school.

Dressing for the Weather

Children are outside for two recesses per day. We ask if they are dressed appropriately. In severe weather of -20 Celsius we will remain inside as per District policy. We also will stay indoors when it rains.

EARLY SCHOOL CLOSURE

Early School Closure sometimes happens due to weather or other unforeseeable challenges.

In case of early school closure, announcements will be made on the radio. Also, you will get a phone call /

voicemail. You will need to confirm/make arrangements as to where your child should go.

FIRE DRILLS AND LOCK DOWN PRACTICES



Fire Drills and Emergency Lock Down Practices are held regularly as per provincial protocol.

Students are to use the exit as outlined by their teachers. Instructions for exiting the building are

posted in all classrooms. In case of an evacuation, Saint Rose students and staff will proceed to Barnhill School, St. Mark's Church, or Branch #69 Legion. Parents are asked to listen to radio and television for news and updates in a real emergency.

DRESS CODE

Students are expected to dress in appropriate school clothing. Beach-type items are among clothing that is inappropriate. Clothing with inappropriate logos and/or writing such as references to alcohol and drugs are prohibited.

During the winter months, parents are reminded that students are outside for 40 minutes per day. Please ensure students are dressed in appropriate winter clothing.

MEDICAL

700 Manawagonish Road, Saint John, NB E2M 3W5
(506) 658-5364

Medication Information

Supervision and care shall be provided for students who have medical conditions/concerns. Administration of prescription drugs is the responsibility of the child's guardians. If possible, medication schedules should be arranged so students take their dosage at home. If no other alternative exists, school staff may be requested to aid in accordance with District procedures.



Policy 704

Please note – should your child require medication, puffers, and Epi-pen or have any illness or allergy that the school should be made aware of, a Policy 704 must be completed. This may require a follow-up meeting with the school's Support Services Team (Resource, Guidance) and Homeroom Teacher.

Allergies

All allergies must be reported to the main office, as well as the child's Teacher. If an Epi-Pen/Allerjet is required, one must be sent into the school with the child's name on it. The Provincial Education Act calls for each child to always carry their Epi-pen. Should an alternate procedure be required for your child, please contact us. Please make sure that all

medications are up-to-date and in the original prescriptive packaging.

First Aid/Medical Attention

We have regular bangs and bruises each day at school and children are attended to quickly by staff. Occasionally, a more serious injury occurs. Should an injury happen, we will look after your child within the limits of our training.

We will call you and seek professional medical help if required. Please make sure that a copy of your child's Medicare Card is on file.

If we are unable to reach you, we will act "in loco parentis," and seeks the appropriate help. In very serious cases, we will seek medical help as a priority.

Scent-Reduced School

At Saint Rose we are, as are all schools in New Brunswick, scent reduced. Families are asked to refrain from using overly scented products, such as sunscreen or hairsprays. No perfume.

Nut-free Due to severe nut allergies, please DO NOT BRING NUTS INTO THE SCHOOL. Nut products include peanut butter sandwiches, cookies, granola bars, etc.



Illness

If a child becomes ill during school hours, they will have to ask permission to call home. The emergency numbers provided will be called if there is no response. Our school does not have a sick room in which to put children who become ill. Therefore, it is important that children are picked up immediately when ill.

